

House Engrossed Senate Bill

State of Arizona  
Senate  
Forty-seventh Legislature  
First Regular Session  
2005

CHAPTER 205

# **SENATE BILL 1352**

AN ACT

AMENDING SECTIONS 15-701.01, 15-761 AND 15-763, ARIZONA REVISED STATUTES;  
RELATING TO SPECIAL EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-701.01, Arizona Revised Statutes, is amended to  
3 read:

4 15-701.01. High school; graduation; requirements; community  
5 college or university courses; transfer from  
6 private schools; academic credit

7 A. The state board of education shall:

8 1. Prescribe a minimum course of study, as defined in section 15-101  
9 and incorporating the academic standards adopted by the state board of  
10 education, for the graduation of pupils from high school.

11 2. Prescribe competency requirements for the graduation of pupils from  
12 high school incorporating the academic standards in at least the areas of  
13 reading, writing, mathematics, science and social studies.

14 3. Develop and adopt competency tests for the graduation of pupils  
15 from high school in at least the areas of reading, writing and mathematics  
16 and shall establish passing scores for each such test. IF THE STATE BOARD OF  
17 EDUCATION ADOPTS A COMPETENCY TEST AS A GRADUATION REQUIREMENT FOR A CHILD  
18 WITH A DISABILITY AS DEFINED IN SECTION 15-761 OR A CHILD WHO RECEIVES  
19 SPECIAL EDUCATION PURSUANT TO SECTION 15-763, PUPILS WITH INDIVIDUALIZED  
20 EDUCATION PROGRAMS SHALL NOT BE REQUIRED TO ACHIEVE PASSING SCORES ON  
21 COMPETENCY TESTS IN ORDER TO GRADUATE FROM HIGH SCHOOL UNLESS THE PUPIL IS  
22 LEARNING AT A LEVEL APPROPRIATE FOR THE PUPIL'S GRADE LEVEL IN A SPECIFIC  
23 ACADEMIC AREA AND UNLESS PASSING SCORES ON A COMPETENCY TEST IS SPECIFICALLY  
24 REQUIRED IN A SPECIFIC ACADEMIC AREA BY THE PUPIL'S INDIVIDUALIZED EDUCATION  
25 PROGRAM AS MUTUALLY AGREED ON BY THE PUPIL'S PARENTS AND THE PUPIL'S  
26 INDIVIDUALIZED EDUCATION PROGRAM TEAM OR THE PUPIL, IF THE PUPIL IS AT LEAST  
27 EIGHTEEN YEARS OF AGE. THESE COMPETENCY TESTS SHALL BE ADMINISTERED TO  
28 PUPILS IN A MANNER PRESCRIBED IN THE PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM  
29 AND SCHOOL DISTRICTS AND CHARTER SCHOOLS SHALL MAKE SPECIFIC AND APPROPRIATE  
30 ACCOMMODATIONS FOR PUPILS WITH INDIVIDUALIZED EDUCATION PROGRAMS. PUPILS  
31 WITH SECTION 504 PLANS AS DEFINED IN SECTION 15-731 SHALL NOT BE REQUIRED TO  
32 ACHIEVE PASSING SCORES ON COMPETENCY TESTS IN ORDER TO GRADUATE FROM HIGH  
33 SCHOOL UNLESS THE PUPIL IS LEARNING AT A LEVEL APPROPRIATE FOR THE PUPIL'S  
34 GRADE LEVEL IN A SPECIFIC ACADEMIC AREA AND UNLESS PASSING SCORES ON A  
35 COMPETENCY TEST IS SPECIFICALLY REQUIRED IN A SPECIFIC ACADEMIC AREA BY THE  
36 PUPIL'S SECTION 504 PLAN THAT IS DEVELOPED IN CONSULTATION WITH THE PUPIL'S  
37 PARENTS. THESE COMPETENCY TESTS SHALL BE ADMINISTERED TO PUPILS IN A MANNER  
38 PRESCRIBED IN THE PUPIL'S SECTION 504 PLAN AND SCHOOL DISTRICTS AND CHARTER  
39 SCHOOLS SHALL MAKE SPECIFIC AND APPROPRIATE ACCOMMODATIONS FOR PUPILS WITH A  
40 SECTION 504 PLAN. A PUPIL WITH AN INDIVIDUALIZED EDUCATION PROGRAM OR A  
41 SECTION 504 PLAN WHO GRADUATES FROM HIGH SCHOOL BUT WHO IS NOT REQUIRED TO  
42 ACHIEVE A PASSING SCORE ON A COMPETENCY TEST IN ORDER TO GRADUATE FROM HIGH  
43 SCHOOL SHALL RECEIVE THE STANDARD DIPLOMA ISSUED BY THE SCHOOL DISTRICT OR  
44 CHARTER SCHOOL.

1 B. The governing board of a school district shall:

2 1. Prescribe curricula that include the academic standards in the  
3 required subject areas pursuant to subsection A, paragraph 1 of this section.

4 2. Prescribe criteria for the graduation of pupils from the high  
5 schools in the school district. These criteria shall include accomplishment  
6 of the academic standards in at least reading, writing, mathematics, science  
7 and social studies, as determined by district assessment. Other criteria may  
8 include additional measures of academic achievement and attendance.

9 C. The governing board may prescribe the course of study and  
10 competency requirements for the graduation of pupils from high school which  
11 are in addition to or higher than the course of study and competency  
12 requirements which the state board prescribes.

13 D. The governing board may prescribe competency requirements for the  
14 passage of pupils in courses which are required for graduation from high  
15 school.

16 E. A teacher shall determine whether to pass or fail a pupil in a  
17 course in high school as provided in section 15-521, paragraph 3 on the basis  
18 of the competency requirements, if any have been prescribed. The governing  
19 board, if it reviews the decision of a teacher to pass or fail a pupil in a  
20 course in high school as provided in section 15-342, paragraph 11, shall base  
21 its decision on the competency requirements, if any have been prescribed.

22 F. Graduation requirements established by the governing board may be  
23 met by a pupil who passes courses in the required or elective subjects at a  
24 community college or university, if the course is at a higher level than the  
25 course taught in the high school attended by the pupil or, if the course is  
26 not taught in the high school, the level of the course is equal to or higher  
27 than the level of a high school course. The governing board shall determine  
28 if the subject matter of the community college or university course is  
29 appropriate to the specific requirement the pupil intends it to fulfill and  
30 if the level of the community college or university course is less than,  
31 equal to or higher than a high school course, and the governing board shall  
32 award one-half of a carnegie unit for each three semester hours of credit the  
33 pupil earns in an appropriate community college or university course. If a  
34 pupil is not satisfied with the decision of the governing board regarding the  
35 amount of credit granted or the subjects for which credit is granted, the  
36 pupil may request that the state board of education review the decision of  
37 the governing board, and the state board shall make the final determination  
38 of the amount of credit to be given the pupil and for which subjects. The  
39 governing board shall not limit the number of credits THAT IS required for  
40 high school graduation which AND THAT may be met by taking community college  
41 or university courses. For the purposes of this subsection:

42 1. "Community college" means an educational institution that is  
43 operated by a community college district as defined in section 15-1401 or a  
44 postsecondary educational institution under the jurisdiction of an Indian  
45 tribe recognized by the United States department of the interior.

1           2. "University" means a university under the jurisdiction of the  
2 Arizona board of regents.

3           G. A pupil who transfers from a private school shall be provided with  
4 a list that indicates those credits that have been accepted and denied by the  
5 school district. A pupil may request to take an examination in each  
6 particular course in which credit has been denied. The school district shall  
7 accept the credit for each particular course in which the pupil takes an  
8 examination and receives a passing score on a test designed and evaluated by  
9 a teacher in the school district who teaches the subject matter on which the  
10 examination is based. In addition to the above requirements, the governing  
11 board of a school district may prescribe requirements for the acceptance of  
12 the credits of pupils who transfer from a private school.

13           H. The state board of education shall adopt rules to allow high school  
14 pupils who can demonstrate competency in a particular academic course or  
15 subject to obtain academic credit for the course or subject without enrolling  
16 in the course or subject.

17           Sec. 2. Section 15-761, Arizona Revised Statutes, is amended to read:

18           15-761. Definitions

19           In this article, unless the context otherwise requires:

20           1. "Autism" means a developmental disability that significantly  
21 affects verbal and nonverbal communication and social interaction and that  
22 adversely affects educational performance. Characteristics include  
23 irregularities and impairments in communication, engagement in repetitive  
24 activities and stereotyped movements, resistance to environmental change or  
25 change in daily routines and unusual responses to sensory  
26 experiences. Autism does not include children with characteristics of  
27 emotional disability as defined in this section.

28           2. "Child with a disability" means a child who is at least three years  
29 but less than twenty-two years of age, who has been evaluated pursuant to  
30 section 15-766 and found to have at least one of the following disabilities  
31 and who, because of the disability, needs special education and related  
32 services:

- 33           (a) Autism.
- 34           (b) Emotional disability.
- 35           (c) Hearing impairment.
- 36           (d) Other health impairments.
- 37           (e) Specific learning disability.
- 38           (f) Mild, moderate or severe mental retardation.
- 39           (g) Multiple disabilities.
- 40           (h) Multiple disabilities with severe sensory impairment.
- 41           (i) Orthopedic impairment.
- 42           (j) Preschool moderate delay.
- 43           (k) Preschool severe delay.
- 44           (l) Preschool speech/language delay.
- 45           (m) Speech/language impairment.

1 (n) Traumatic brain injury.

2 (o) Visual impairment.

3 3. "Educational disadvantage" means a condition which has limited a  
4 child's opportunity for educational experience resulting in a child achieving  
5 less than a normal level of learning development.

6 4. "Eligibility for special education" means the pupil must have one  
7 of the disabilities contained in paragraph 2 of this section and must also  
8 require special education services in order to benefit from an educational  
9 program.

10 5. "Emotional disability":

11 (a) Means a condition whereby a child exhibits one or more of the  
12 following characteristics over a long period of time and to a marked degree  
13 that adversely affects the child's performance in the educational  
14 environment:

15 (i) An inability to learn which cannot be explained by intellectual,  
16 sensory or health factors.

17 (ii) An inability to build or maintain satisfactory interpersonal  
18 relationships with peers and teachers.

19 (iii) Inappropriate types of behavior or feelings under normal  
20 circumstances.

21 (iv) A general pervasive mood of unhappiness or depression.

22 (v) A tendency to develop physical symptoms or fears associated with  
23 personal or school problems.

24 (b) Includes children who are schizophrenic but does not include  
25 children who are socially maladjusted unless they are also determined to have  
26 an emotional disability as determined by evaluation as provided in section  
27 15-766.

28 6. "Exceptional child" means a gifted child or a child with a  
29 disability.

30 7. "Foster parent" means a person who has been designated by a court  
31 of competent jurisdiction to serve as the parent of a child with a disability  
32 if that person has an ongoing, long-term parental relationship with the  
33 child, is willing to make educational decisions for the child and has no  
34 personal interest that would conflict with the interests of the child.

35 8. "Gifted child" means a child who is of lawful school age, who due  
36 to superior intellect or advanced learning ability, or both, is not afforded  
37 an opportunity for otherwise attainable progress and development in regular  
38 classroom instruction and who needs special instruction or special ancillary  
39 services, or both, to achieve at levels commensurate with the child's  
40 intellect and ability.

41 9. "Hearing impairment" means a loss of hearing acuity, as determined  
42 by evaluation pursuant to section 15-766, which interferes with the child's  
43 performance in the educational environment and requires the provision of  
44 special education and related services.

1        10. "Home school district" means the school district in which the  
2 person resides who has legal custody of the child, as provided in section  
3 15-824, subsection B. If the child is a ward of the state and a specific  
4 person does not have legal custody of the child, the home school district is  
5 the district that the child last attended or, if the child has not previously  
6 attended a public school in this state, the school district within which the  
7 child currently resides.

8        11. "Individualized education program" means a written statement, as  
9 defined in 20 United States Code sections 1401 and 1412, for providing  
10 special education services to a child with a disability that includes the  
11 pupil's present levels of educational performance, the measurable annual  
12 goals and short-term objectives or benchmarks for evaluating progress toward  
13 those goals, THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION, INCLUDING  
14 PROVISIONS FOR TESTING AND TESTING ACCOMMODATIONS, and the specific special  
15 education and related services to be provided.

16        12. "Individualized education program team" means a team whose task is  
17 to develop an appropriate educational program for the child and that  
18 includes:

- 19        (a) The parent.
- 20        (b) At least one of the child's regular education teachers.
- 21        (c) One of the child's special education teachers.
- 22        (d) A representative of the public agency that is qualified to provide  
23 or supervise the provision of instruction that is designed specifically for  
24 children with disabilities who is knowledgeable about general curriculum and  
25 the availability of resources.
- 26        (e) A person who can interpret the instructional implications of  
27 evaluation results.
- 28        (f) The child, if appropriate.
- 29        (g) At the discretion of the parent or the public agency, other  
30 persons with knowledge or special expertise about the child.

31        13. "Mental retardation" means a significant impairment of general  
32 intellectual functioning that exists concurrently with deficits in adaptive  
33 behavior and that adversely affects the child's performance in the  
34 educational environment.

35        14. "Mild mental retardation" means performance on standard measures of  
36 intellectual and adaptive behavior between two and three standard deviations  
37 below the mean for children of the same age.

38        15. "Moderate mental retardation" means performance on standard  
39 measures of intellectual and adaptive behavior between three and four  
40 standard deviations below the mean for children of the same age.

41        16. "Multidisciplinary evaluation team" means a team of persons  
42 including individuals described as the individualized education program team  
43 and other qualified professionals who shall determine whether a child is  
44 eligible for special education.

1        17. "Multiple disabilities" means learning and developmental problems  
2 resulting from multiple disabilities as determined by evaluation pursuant to  
3 section 15-766 that cannot be provided for adequately in a program designed  
4 to meet the needs of children with less complex disabilities. Multiple  
5 disabilities include any of the following conditions that require the  
6 provision of special education and related services:

7        (a) Two or more of the following conditions:

8        (i) Hearing impairment.

9        (ii) Orthopedic impairment.

10       (iii) Moderate mental retardation.

11       (iv) Visual impairment.

12       (b) A child with a disability listed in subdivision (a) of this  
13 paragraph existing concurrently with a condition of mild mental retardation,  
14 emotional disability or specific learning disability.

15       18. "Multiple disabilities with severe sensory impairment" means  
16 multiple disabilities that include at least one of the following:

17       (a) Severe visual impairment or severe hearing impairment in  
18 combination with another severe disability.

19       (b) Severe visual impairment and severe hearing impairment.

20       19. "Orthopedic impairment" means one or more severe orthopedic  
21 impairments and includes those that are caused by congenital anomaly, disease  
22 and other causes, such as amputation or cerebral palsy, and that adversely  
23 affect a child's performance in the educational environment.

24       20. "Other health impairments" means limited strength, vitality or  
25 alertness, including a heightened alertness to environmental stimuli, due to  
26 chronic or acute health problems which adversely affect a pupil's educational  
27 performance.

28       21. "Out-of-home care" means the placement of a child with a disability  
29 outside of the home environment and includes twenty-four hour residential  
30 care, group care or foster care on either a full-time or part-time basis.

31       22. "Parent" means the natural or adoptive parent of a child, the legal  
32 guardian of a child, a relative with whom a child resides and who is acting  
33 as the parent of that child, a surrogate parent who has been appointed for a  
34 child pursuant to section 15-763.01 or a foster parent as defined in this  
35 section.

36       23. "Preschool child" means a child who is at least three years of age  
37 but who has not reached the required age for kindergarten, subject to section  
38 15-771, subsection G.

39       24. "Preschool moderate delay" means performance by a preschool child  
40 on a norm-referenced test that measures at least one and one-half, but not  
41 more than three, standard deviations below the mean for children of the same  
42 chronological age in two or more of the following areas:

43       (a) Cognitive development.

44       (b) Physical development.

45       (c) Communication development.

1 (d) Social or emotional development.

2 (e) Adaptive development.

3 The results of the norm-referenced measure must be corroborated by  
4 information from a comprehensive developmental assessment and from parental  
5 input, if available, as measured by a judgment based assessment or  
6 survey. If there is a discrepancy between the measures, the evaluation team  
7 shall determine eligibility based on a preponderance of the information  
8 presented.

9 25. "Preschool severe delay" means performance by a preschool child on  
10 a norm-referenced test that measures more than three standard deviations  
11 below the mean for children of the same chronological age in one or more of  
12 the following areas:

13 (a) Cognitive development.

14 (b) Physical development.

15 (c) Communication development.

16 (d) Social or emotional development.

17 (e) Adaptive development.

18 The results of the norm-referenced measure must be corroborated by  
19 information from a comprehensive developmental assessment and from parental  
20 input, if available, as measured by a judgment based assessment or  
21 survey. If there is a discrepancy between the measures, the evaluation team  
22 shall determine eligibility based on a preponderance of the information  
23 presented.

24 26. "Preschool speech/language delay" means performance by a preschool  
25 child on a norm-referenced language test that measures at least one and  
26 one-half standard deviations below the mean for children of the same  
27 chronological age or whose speech, out of context, is unintelligible to a  
28 listener who is unfamiliar with the child. Eligibility under this paragraph  
29 is appropriate only if a comprehensive developmental assessment or  
30 norm-referenced assessment and parental input indicate that the child is not  
31 eligible for services under another preschool category. The evaluation team  
32 shall determine eligibility based on a preponderance of the information  
33 presented.

34 27. "Prior written notice" means notice, as defined in 20 United States  
35 Code sections 1414 and 1415, that includes a description of the action  
36 proposed or refused by the school, an explanation of why the school proposes  
37 or refuses to take the action, a description of any options the school  
38 considered and the reasons why those options were rejected, a description of  
39 each evaluation procedure, test, record or report the school used as a basis  
40 for the proposal or refusal, a description of any other factors that were  
41 relevant to the school's proposal or refusal, a full explanation of all of  
42 the procedural safeguards available to the parent and a listing of sources  
43 for parents to contact to obtain assistance in understanding the notice.

44 28. "Related services" means those supportive services, as defined in  
45 20 United States Code section 1401, that are required to assist a child with



1 a disability who is eligible to receive special education services in order  
2 for the child to benefit from special education.

3 29. "Residential special education placement" means the placement of a  
4 child with a disability in a public or private residential program, as  
5 provided in section 15-765, subsection G, in order to provide necessary  
6 special education and related services as specified in the child's  
7 individualized education program.

8 30. "Severe mental retardation" means performance on standard measures  
9 of intellectual and adaptive behavior measures at least four standard  
10 deviations below the mean for children of the same age.

11 31. "Special education" means the adjustment of the environmental  
12 factors, modification of the course of study and adaptation of teaching  
13 methods, materials and techniques to provide educationally for those children  
14 who are gifted or disabled to such an extent that they need specially  
15 designed instruction in order to receive educational benefit. Difficulty in  
16 writing, speaking or understanding the English language due to an  
17 environmental background wherein a language other than English is spoken  
18 primarily or exclusively shall not be considered a disability that requires  
19 special education.

20 32. "Special education referral" means a written request for an  
21 evaluation to determine whether a pupil is eligible for special education  
22 services that, for referrals not initiated by a parent, includes  
23 documentation of appropriate efforts to educate the pupil in the regular  
24 education program.

25 33. "Specific learning disability":

26 (a) Means a specific learning disorder in one or more of the basic  
27 psychological processes involved in understanding or in using language,  
28 spoken or written, which may manifest itself in an imperfect ability to  
29 listen, think, speak, read, write, spell or do mathematical calculations.

30 (b) Includes such conditions as perceptual disabilities, minimal brain  
31 dysfunction, dyslexia and aphasia.

32 (c) Does not include learning problems which are primarily the result  
33 of visual, hearing, motor or emotional disabilities, of mental retardation or  
34 of environmental, cultural or economic disadvantage.

35 34. "Speech/language impairment" means a communication disorder such as  
36 stuttering, impaired articulation, severe disorders of syntax, semantics or  
37 vocabulary, or functional language skills, or a voice impairment, as  
38 determined by evaluation pursuant to section 15-766, to the extent that it  
39 calls attention to itself, interferes with communication or causes a child to  
40 be maladjusted.

41 35. "State placing agency" has the same meaning prescribed in section  
42 15-1181.

43 36. "Surrogate parent" means a person who has been appointed by the  
44 court pursuant to section 15-763.01 in order to represent a child in  
45 decisions regarding special education.

1        37. "Traumatic brain injury":

2        (a) Means an acquired injury to the brain that is caused by an  
3 external physical force and that results in total or partial functional  
4 disability or psychosocial impairment, or both, that adversely affects  
5 educational performance.

6        (b) Applies to open or closed head injuries resulting in mild,  
7 moderate or severe impairments in one or more areas, including cognition,  
8 language, memory, attention, reasoning, abstract thinking, judgment, problem  
9 solving, sensory, perceptual and motor abilities, psychosocial behavior,  
10 physical functions, information processing and speech.

11        (c) Does not include brain injuries that are congenital or  
12 degenerative or brain injuries induced by birth trauma.

13        38. "Visual impairment" means a loss in visual acuity or a loss of  
14 visual field, as determined by evaluation pursuant to section 15-766, that  
15 interferes with the child's performance in the educational environment and  
16 that requires the provision of special education and related services.

17        Sec. 3. Section 15-763, Arizona Revised Statutes, is amended to read:

18        15-763. Plan for providing special education; definition

19        A. All school districts and charter schools shall develop policies and  
20 procedures for providing special education to all children with disabilities  
21 within the district or charter school. All children with disabilities shall  
22 receive special education programming commensurate with their abilities and  
23 needs. Each child shall be ensured access to the general curriculum and an  
24 opportunity to meet the state's academic standards. PUPILS WHO RECEIVE  
25 SPECIAL EDUCATION SHALL NOT BE REQUIRED TO ACHIEVE PASSING SCORES ON THE  
26 ARIZONA INSTRUMENT TO MEASURE STANDARDS TEST IN ORDER TO GRADUATE FROM HIGH  
27 SCHOOL UNLESS THE PUPIL IS LEARNING AT A LEVEL APPROPRIATE FOR THE PUPIL'S  
28 GRADE LEVEL IN A SPECIFIC ACADEMIC AREA AND UNLESS A PASSING SCORE ON THE  
29 ARIZONA INSTRUMENT TO MEASURE STANDARDS TEST IS SPECIFICALLY REQUIRED IN A  
30 SPECIFIC ACADEMIC AREA BY THE PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM AS  
31 MUTUALLY AGREED ON BY THE PUPIL'S PARENTS AND THE PUPIL'S INDIVIDUALIZED  
32 EDUCATION PROGRAM TEAM OR THE PUPIL, IF THE PUPIL IS AT LEAST EIGHTEEN YEARS  
33 OF AGE. THE PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM SHALL INCLUDE ANY  
34 NECESSARY TESTING ACCOMMODATIONS. Special education services shall be  
35 provided at no cost to the parents of children with disabilities.

36        B. THE STATE BOARD OF EDUCATION SHALL ADOPT GUIDELINES TO DEFINE A  
37 PARENT'S OR GUARDIAN'S ROLE OR A PUPIL'S ROLE, IF THE PUPIL IS AT LEAST  
38 EIGHTEEN YEARS OF AGE, IN THE DEVELOPMENT OF A PUPIL'S SECTION 504 PLAN AS  
39 DEFINED IN SECTION 15-731, INCLUDING TESTING AND TESTING ACCOMMODATIONS.

40        ~~B.~~ C. For the purposes of determining the services to pupils served  
41 by private schools under existing federal law, the state shall consider the  
42 term to include home schooled pupils.

1        ~~C.~~ D. If federal monies are provided to a school district or a  
2 charter school for special education services to home schooled or private  
3 schooled pupils, the school district or charter school shall provide the  
4 services to both the home schooled pupils and the private schooled pupils in  
5 the same manner.

6        ~~D.~~ E. For the purposes of this section, "special education" has the  
7 same meaning prescribed in section 15-1201.

APPROVED BY THE GOVERNOR APRIL 25, 2005.

FILED IN THE OFFICE OF THE SECRETARY OF STATE APRIL 25, 2005.

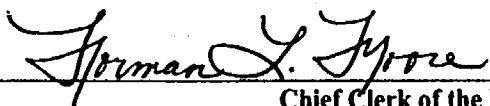
Passed the House April 13, 20 05,

by the following vote: 57 Ayes,

2 Nays, 1 Not Voting



Speaker of the House

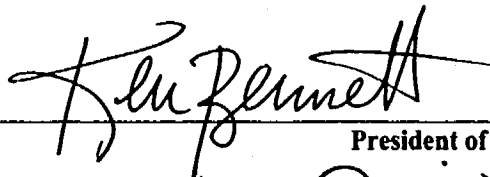


Chief Clerk of the House


Passed the Senate March 10, 20 05,

by the following vote: 29 Ayes,

0 Nays, 1 Not Voting



President of the Senate



Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR

This Bill was received by the Governor this

           day of           , 20          ,

at            o'clock            M.

            
Secretary to the Governor

Approved this            day of

          , 20          ,

at            o'clock            M.

            
Governor of Arizona

S.B. 1352

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE

This Bill was received by the Secretary of State

this            day of           , 20          ,

at            o'clock            M.

            
Secretary of State

SENATE CONCURS IN HOUSE AMENDMENTS  
AND FINAL PASSAGE

Passed the Senate April 19, 2005,

by the following vote: 28 Ayes,

0 Nays, 2 Not Voting

Ken Bennett  
President of the Senate  
Channing Bellington  
Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR

This Bill was received by the Governor this

19th day of April, 2005,

at 3:41 o'clock P. M.

Winnifred Hubbard  
Secretary to the Governor

Approved this 25 day of

April, 2005,

at 9:50 o'clock A. M.

J. H. Ruggles  
Governor of Arizona

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE

This Bill was received by the Secretary of State

this 25 day of April, 2005

at 4:33 o'clock P. M.

Janice K. Brewer  
Secretary of State

S.B. 1352